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ABSTRACT

Presented are syllabi and course outlines which demonstrate how certain curricula of national development programs such as agriculture and health can become useful vehicles for disseminating population education concepts. The descriptions are intended to help instructors identify entry points into which population education topics can be interwoven so that they become central components of the parent programs. Also listed are specific methodologies and types of instructional materials recommended to achieve effective integration. These course overviews are grouped into the following development areas and programs: out-of-school youth programs, health care, agriculture, home economics and nutrition, and population dynamics. The manual is one of a series of three sets of population materials assembled from workshops held and curricula developed in Asia and Oceania. (Author/WB)

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SYLLABI AND COURSE CONTENT OUTLINES INTEGRATING POPULATION EDUCATION INTO NON-FORMAL DEVELOPMENT PROGRAMMES

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INTRODUCTION

This collection of instructional materials is in response to a number of requests from around the world, most especially from the countries of Asia and Oceania, for sample lessons and learning materials which integrate population education into various out-of-school development programmes. The systematic introduction of population education into programmes of education for out-of-school youth and adults is a recent undertaking. While it is true that population education forms a part of the broader programmes of education and development, the quantity and quality of the population education content are determined by the objectives, priorities and content of the "mother" programmes and by the opportunities that the programmes make available for inclusion of the population education concepts. Thus unlike in the in-school sector, out-of-school population education does not exist as a separate and distinct programme.

Since many of the development and non-formal education programmes are not totally population education-oriented, the strategies and materials in use are not exclusively applicable to population education. The emphases of the materials are still on the subject focus of the mother programme. Population education content is often only implied and subsumed insignificantly under the main subject focus. On the whole, there seems to be a dearth of materials and strategies that have been expressly developed just for the out-of-school population education concepts.

It is for this reason that this set of instructional materials has been put together; but most specifically to:

a) assist development workers, functionaries, curriculum developers and other out-of-school professionals to locate appropriate entry points for integrating population education into development programmes and effecting the entry in such a way that there is continuity in content coverage, giving adequate treatment of population education topics and at the same time not distorting or leading away from the original purposes of the "mother" programme; and

b) encourage the users to go beyond the narrower interests of family planning and to explore other contexts within which population education could be relevant, so that the possibilities for integrating population education concepts into educational programmes for community development will be more systematic--elevating the field to status relatively greater than incidental.

The above objectives have made the selection and screening of the materials included in this collection quite difficult. The main sources of these materials are workshops and meetings which have been undertaken precisely to develop curriculum and instructional materials that will systematically integrate population education into non-formal education and development programmes. These workshops were held both at the regional and national levels and mainly funded and organized by the Unesco Population Education Programme. Three of these workshops were held at the regional level where the development of materials was a collaborative undertaking among participants from various Asian countries. The rest of the materials were derived from the results of national workshops held in

Indonesia, Bangladesh, India, Thailand, Malaysia and the Philippines. The rest of the materials were derived from publications of other international agencies.

ORGANIZATION OF THIS COLLECTION

This collection of materials is divided into two parts: a) the actual curriculum materials and lesson plans and; b) the syllabi or course outlines which are meant to provide the broader framework for identifying appropriate entry points for integrating population education content.

The actual lesson plans, on the other hand, have been further grouped into two parts: a) population education materials as integrated into literacy programmes using such literacy methods as reading, writing, arithmetic, language comprehension, visual perception techniques and group discussions, games and simulations, programmed instructions and others; b) population education materials as integrated into non-formal development education programmes such as health and sanitation, nutrition, family planning, green revolution, population dynamics, agriculture, poultry raising, handicrafts and others.

Each sample lesson is introduced by some initial information as to its content, objectives, methodology and level of users. As compared to the in-school set of instructional materials which has also been collected and put out into six booklets by the Population Education Clearing House, the materials contained in this collection are more varied in content, methodology and target users. The diversity can be attributed to the following factors:

a) the range of development organizations which incorporate the population education activities covers both government and private sectors at the national and local levels whose goals may be community development-oriented, population-oriented or business and commercial-oriented;

b) the audience is very heterogeneous especially in such characteristics as age, maturity, literacy, level of education, socio-economic and cultural background, religious beliefs and marital status. However, since a majority of the agencies concerned are involved in rural development activities, it is logical that, taken all together, the target audience is predominantly rural. As a whole, the out-of-school target audiences include youth, young adults, married couples, mothers, village workers and others. A significant portion is illiterate, and/or unskilled and/or unemployed;

c) the range of methodologies and strategies used for instruction logically follows the variety of educational backgrounds of the target audiences. Thus, the range and methodologies used include programmed instructions, group discussions with or without audio-visual aids, role-playing, problem-solving, puppet shows, games and simulations and other participatory methodologies;

d) the contents also cover a variety of specific emphases from fertility and fertility-related factors, demography and development subjects such as food, agriculture, nutrition, health, education, literacy and others.

The final goal of this set of materials is to provide the out-of-school workers with tools for welding population education concepts into existing non-formal

development education programmes so tightly that there could be no way for learners to have learned to read, write, compute, plant, cook and sew, for instance, without having been influenced by population education content and vice-versa.

The lessons in this booklet are not intended to be comprehensive. Hopefully these few lessons should generate more contributions from the users by providing us with actual lessons which they think can be of great use to other countries.

The Clearing House would appreciate feedback from the users regarding its use or non-use.

About This Part

This part contains syllabi and course outlines which demonstrate how certain curricula of development programmes can become useful vehicles for disseminating population education concepts. They provide the specific entry points into which population education concepts can be interwoven, becoming an organic part of the curriculum programme itself. This is further enriched by specific methodologies and types of instructional materials which are recommended to achieve this effective integration. The syllabi and course content outlines have been grouped into the following development areas: out-of-school youth programmes, health care, agriculture, home economics and nutrition and population dynamics.

The sources of these syllabi and course content outlines come from the following workshops and meetings:

1) Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education which was held in the Philippines and attended by 19 participants from Bangladesh, India, Indonesia, Pakistan, Philippines, and Thailand. Sponsored by Unesco, the workshop involved a practicum where the participants studied the problems and needs of two communities. Based on this study, the participants translated the priority problems and needs into syllabi and course content outlines containing educational objectives, population education contents and methodologies for integrating population education into various development programmes. Three of the syllabi derived from this workshop and included in this collection focus on green revolution, poultry-raising and dressmaking for out-of-school youth and adults of the two communities.

2) National Seminar-Workshop on Out-of-School/ Non-formal Population Education sponsored by the Population Education Programme of the Ministry of Education and Culture in the Philippines with the assistance of the Unesco Regional Office for Education in Asia and Oceania. The workshop convened 41 participants representing 21 government and non-governmental agencies in the Philippines engaged in some population education activities in order to develop integrated content

outlines in non-formal population education for the various development programmes of participating agencies. The course content outlines derived from this workshop and included in this section include population education in health, care and delivery system, out-of-school youth programmes, home economics and nutrition.

3) National Field Operational Seminar in Literacy which was organized by the Ministry of Education and Social Welfare in India in collaboration with Unesco. Attended by 51 participants from the agriculture, nutrition and adult literacy programmes, the seminar engaged the participants in a field exercise where they studied and identified the needs of a community, translated the needs into educational programmes and integrated the literacy/non-formal education programmes with local developmental activities. One of their outputs is a syllabi on integrated health, nutrition, and family planning which has been included in this collection.

4) Workshop on Introduction of Population Concepts in the Curricula of Rural Development Training Institutions in Asia and the Far East which was hosted by the University of the Philippines at Los Banos and sponsored by FAO/UNFPA. The objectives of the workshop were to identify and analyse the relationship between population dynamics and rural development and explore possible ways in which these population-development relationships can be integrated into the curricula of rural development training institutions. To achieve these objectives, 31 teachers, professors and instructors of farm and home management courses in rural development training institutions in five Asian countries developed curriculum outlines integrating population education into farm and home management. These two curriculum outlines have been included in this collection.

This part does not pretend to contain course content outlines and syllabi which have been extensively tried and tested in the on-going non-formal population education programmes of the Member States. However, they best represent the experiences of and lessons learned by the people who have worked long and successfully in the various development programmes including non-formal population education in their respective countries.

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COURSE CONTENT OUTLINES INTEGRATING POPULATION EDUCATION INTO OUT-OF-SCHOOL DEVELOPMENT AND INCOME-GENERATING PROGRAMMES

SAMPLE A: Focus = Family Planning/Communication Skills

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
Primary Objectives *1. To prepare the rural out-of-school youth for their future roles as parents and responsible citizens of their communities; and* *2. To improve the decision-making capacities of rural out-of-school youth in 41 Family Planning Organization of the Philippines' operational areas regarding family planning and responsible parenthood by providing them an intensive family life education.* **Operational Objectives** *1. To conduct an intensive information, educational and motivational campaign*	1. **Family Planning** a) Methods of family	Biological factors such	Lectures/seminars/meetings.

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
for 2460 out-of-school youth on the basic knowledge and concepts related to responsible parenthood and family life;	planning b) Family planning and health c) Family planning as a measure of curbing population growth d) Human development and the family	as heredity, health and pregnancy wastage affecting fertility Socio-cultural factors affecting population situation/family planning acceptance	Films on: - Human Reproduction - Contraceptive Techniques Brochures/posters/reading materials
	2. <u>Sex Education</u> a) Adolescent sexuality/ fertility b) Sex drives c) Factors in the development of the sex attitudes and behaviour	Moral and ethical values affecting sexual behaviour Other consequences of RPG	Symposium/lecture/meeting/ discussion Comics, brochures Films on: - Young Love - Contraceptive Techniques - Ama ng Taon (Father of the Year).
	3. <u>Responsible Parenthood</u> a) Population changes b) Population issues c) Population growth and economic development d) Planning for the future		Lectures and discussion Graphs and charts Records and reports

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
	e) Home management and family economics		
2. *To maintain the interest and support of the out-of-school youth in the population/family planning programme by* - *training a core of two (2) selected youth leaders from the operational areas for two weeks on methods of peer counseling, information and education techniques for topics on family planning, adolescent sexuality and fertility.* 3. *To employ inter-agency support and/or services in the promotion of this family life education programme*	4. Communication Skills and Knowledge a) Interviewing b) Counseling c) Communication 5. Community Organization a) Leadership development b) Programme development and management 6. Resource Identification, Acquisition and Management 7. Project Planning		Lecture with the use of transparencies on: - communication skills - steps in interviewing - steps in counseling - project planning steps/ procedures - management Slides on: - peer counseling Role playing Group discussion Demonstration Flip charts

Excerpted from: *Philippines. National Seminar-Workshop on Out-of-School/Non-formal Population Education, Quezon City, 10-14 December 1974; report.* [Manila, Population Education Program, Ministry of Education and Culture, 1979], p. 39-41.

SAMPLE B: Rapid Population Growth in Relation to Quality of Life, Decision-Making and Sex Education

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
A. *General* *To develop an awareness and understanding of the population situations and their implications.*			
B. *Specific*			
1. *To discuss how birth and death rates affect the population growth of the community.*	1. Birth, Death and Growth Processes	1.a) Birth rate and death rate affect the population growth of the community.	1.1 inviting resource persons during group meetings 1.2 role playing 1.3 outdoor activities 1.4 films showing 1.5 slide presentation 1.6 dissemination of printed materials
2. *To explain how frequency and interval of births affect the health of the family members.*	2. Health and Sanitation	1.a) Family planning improves the health of the members of the family. 2.b) The management of the family resources to attain good health will be easier if the family is small, parity is low and spacing is reasonable.	

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
		2.c) The size of the family affects prevalence of child and parental morbidity.	
		2.d) Parents have better emotional and physical health if they are not overworked and worried over frequent births.	
		2.e) The higher the parity, the more sickly the children are likely to be.	
		2.f) Frequency of births directly affect the mother's health.	
		2.g) Spacing affects the health of the mother and child.	
3. To discuss the effects of RPG on food production and supply, and related matters.	3. <u>Food Production</u>	3.a) RPG affects the adequacy of food supply.	
		3.b) RPG may be a strong motivating factor for more food production	

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
		3.c) Food production affects the quality of the diet. 3.d) Inadequate food supply results in malnutrition and undernutrition.	
4. *To analyse the consequences of RPG on the physical environment and its natural resources.*	4. <u>Environment and Its Protection</u>	4.a) RPG affects the balance of nature and the eco-system. 4.b) RPG influences the utilization, development and conservation of the natural resources.	
5. *To explain how frequency and spacing of births affect infant and children's care and health.*	5. <u>Infant Care</u>	5.a) Mortality rate in the Philippines is highest among infants. 5.b) Family size affects the care and attention provided for infants. 5.c) Spacing and frequency of births affects the health of infants and children.	

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
6. *To acquire skills in planning and decision making or population matters.*	6. <u>Husband-Wife Relationship</u> <u>Parent-Child Relationship</u>	6.a) Planning for one's future gives individual direction towards his goal. 6.b) Family planning is a national concern. 6.c) Planning one's family should consider not the individual but also that of one's family, community, nation, and the world. 6.d) Plans and decisions from one's family size affects population growth. 6.e) Methods of family planning are available to couples who wish to plan their family size. 6.f) Family planning is one of the measures for curbing population.	
7. *To develop rational and responsible attitudes and behaviour*	7. <u>Sex Education</u>	7.a) The sex drive is a natural and normal aspect of growing up.	

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
		7.b) The sex drive causes changes in feelings, including tensions among adolescents. 7.c) Various factors influence the development of the sex attitudes and behaviour. 7.d) The individual's sex behaviour reflects his moral and ethical values. 7.e) Understanding of the human reproductive process influences fertility behaviour. 7.f) Knowing the ideal age for child-bearing and awareness of the "cost" of a new baby influences fertility behaviour	

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
		7.g) Methods of contraception prevent, control, or delay pregnancy.	

Excerpted from: *Philippines. National Seminar-Workshop on Out-of-School/Non-formal Population Education, Quezon City, 10-14 December 1974; report.* [Manila, Population Education Program, Ministry of Education and Culture, 1979], p. 80-85.

SAMPLE C: Communicating Population Growth and Its Effects on Socio-Economic Growth Through the Development Theater

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
A. General *Create awareness of the problems related to population and plan positive actions on their solutions to improve the quality of life.*			
B. Specific			
1. Organize Development Theater groups and orient them on population education.	1. Kabataang Barangay (Village Youth) School Chapter (KBSC) Development Theater groups	1.a) Overview of population education. 1.b) Rationale for family planning.	1.1 Organization of the KBSC-YCAP. 1.2 Recruitment of talented In-School Youth for the development theater. 1.3 Seminar on: 1.3.1 scripwriting 1.3.2 direction 1.3.3 stage management 1.3.4 acting

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
2. *Analyse the consequences of RPG.*	2. KBSC-YCAP Development Theater using the following scripts: 2.1 "Ang Tao sa Ibaba" (Society and Environment) 2.2 "Batingaw" (total population education programme)	2.a) The Population Situation 2.a.1) Population size, growth distribution and density. 2.b) Consequences of RPG 2.c) Family size and welfare.	2.1 Stage presentation 2.1.1 drama 2.1.2 songs 2.1.3 dances 2.2 Community assemblies and conferences.
3. *Discuss the relation ship between population growth and socio-economic.*	3. KBSC-YCAP Information Programme	3.a) Effects of birth and death rate on the population growth of the community. 3.b) Effects of RPG on per capita income and the standard of living.	3.1 Conduct lecture-forum series in the different barangays (villages) using the KBSC-YCAP students with specialization as speakers. 3.2 Workshops Distribute brochures and other informational materials.
4. *Discuss the various aspects of the family planning programme.*	4. KBSC-YCAP Development Theater on Family Planning Script "Pagkamulat" (Awakening).	4.a) Concept of family planning. 4.b) Family planning methods. 4.c) Ethics of family planning and the use of contraceptives	4.1 Stage play presentation. 4.2 Film and slide showing. 4.3 Community assemblies, conferences, etc. 4.4 Peer counseling. 4.5 Workshops.

OBJECTIVES	CONTENT OF THE FAMILY LIFE EDUCATION PROGRAMME	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
			4.6 Contests.

Excerpted from: *Philippines. National Seminar-Workshop on Out-of-School/Non-formal Population Education, Quezon City, 10-14 December 1974; report.* [Manila, Population Education Program, Ministry of Education and Culture, 1979], p. 86-88.

COURSE CONTENT OUTLINE FOR POPULATION EDUCATION AND CIVIC AND CITIZENSHIP DEVELOPMENT FOR THE OUT-OF-SCHOOL CLIENTELE

OBJECTIVES	CIVIC AND CITIZENSHIP DEVELOPMENT CONTENT	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
A. General *Provide opportunities for the development of upright citizens and worthy members of society.* *B. Specific* *1. Identify the duties and responsibilities of an individual for the betterment of the family and the country.*	1. <u>Functional Literacy</u> a) Civic and citizenship development 1) Role in the development of a morally wholesome and spiritually satisfying community - Love of God - Love and respect for parents and one's fellowmen	1.1 Structure of the family. 1.2 Human reproduction (moral aspect). 1.3 Responsible parenthood. 1.4 Preserving family solidarity. 1.5 Filipinos and their moral values related to fertility.	1.1 Discussion. 1.2 Film showing. 1.3 Listening to resource persons. 1.4 Community assemblies.

OBJECTIVES	CIVIC AND CITIZENSHIP DEVELOPMENT CONTENT	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
	- Value of life - Rights, duties and obligations of a citizen.	1.6 Family size and its effect on a) some functions and expectations of family members b) interpersonal relationship.	
2. *Analyse the significance of physically and intellectually healthy members of the community.*	2. <u>Role in the Development of a Physically Healthy Community</u> a) Physical fitness programmes. b) Literacy-musical presentation. c) Sports leagues: ball games, tennis, bowling.	2.1 Human sexuality vis-a-vis animal and plant sexuality. 2.2 Psycho-sexual development during pube and adolescense. 2.3 Physical and biological characteristics and its effects on population growth.	2.1 Comparative charts. 2.2 Film showing. 2.3 Use of resource persons. 2.4 Use of panel speakers. 2.5 Symposium. 2.6 Case studies. 2.7 Problem-solving.

OBJECTIVES	CIVIC AND CITIZENSHIP DEVELOPMENT CONTENT	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
3. *Appreciate the values derived from involvement in community activities by joining own organizations and participating in socio-economic assemblies.*	3. <u>Role in the Development of an Emotionally Mature and Socially Developed Community</u>. a) Joining civic organizations such as scouting, youth activities, etc. b) Participating in socio-civic assemblies of the community.	3.1 Social and religious values that affect the number of children in a family. 3.2 Family size and its effects on the emotional and social health of family members. 3.3 Factors which influence the development of sex attitudes. 3.4 Responsible sexual behaviour. 3.5 Emotional problems related to sex drives.	3.1 Lecture-discussion. 3.2 Role playing. 3.3 Problem-solving.
4. *Engage in income-generating projects for the out-of-school youth and adults to augment family income.*	4. <u>Role in the Development of an Economically Stable Community.</u> a) Vocational courses: dress-making, tailoring, cosmetology.	4.1 Food production rates and population growth rates.	4.1 Graphical representation of rates.

OBJECTIVES	CIVIC AND CITIZENSHIP DEVELOPMENT CONTENT	POPULATION EDUCATION CONTENTS (ENRICHMENT)	MOTIVATIONAL AND INSTRUCTIONAL MATERIAL/STRATEGIES
	b) Home projects, poultry and hog raising, etc. c) Home industries non-formal classes: electronics, shellcraft, etc.	4.2 Effects of rapid population growth (RPG) on the: a) economic development of the family and community; b) standard of living.	4.2 Organization of short-term courses. Introduce income-generating projects.
5. Participate in the sanitation and beautification programmes of the community.	5. <u>Role in the Development of a Clean and Beautiful Community</u>. a) Launch environmental sanitation drives: trash recycling, garbage disposal, backyard cleanliness. b) Propagation and care of ornamental plants. c) Backyard gardening.	5.1 Effects of RPG on the: a. environment; b. utilization and conservation of community resources; c. different community services.	5.1 Field trips or film showing of model communities. 5.2 Demonstration on the propagation and care of plants. 5.3 Actual involvement in sanitation drives.

Excerpted from: *Philippines. National Seminar-Workshop on Out-of-School/Non-formal Population Education, Quezon City, 10-14 December 1974; report.* [Manila, Population Education Program, Ministry of Education and Culture, 1979], p. 75-79.

COURSE CONTENT OUTLINE INTEGRATING POPULATION EDUCATION INTO PRIMARY HEALTH CARE FOR VILLAGE TECHNICIANS FOR HEALTH

OBJECTIVES	CONTENTS		METHODOLOGIES/ STRATEGIES	MATERIALS
	BARANGAY (VILLAGE) TECHNICIAN FOR HEALTH PROGRAMME	POPULATION EDUCATION		
A. General *To facilitate the delivery of functional and broad knowledge of health, nutrition and population concepts to family planning and community life.*				
B. Specific				
1. Discuss the importance of the role, duties, and the expected community involvement of the Barangay (Village) Technician for Health (BTH) in the programme.	1.1 Importance (Meaning and Scope). 1.2 Duties/responsibilities of BTH. 1.3 Community participation and involvement in the programme.		1.1 Self-awareness exercise. 1.2 Mini-lecture. 1.3 Group discussion 1.4 Plenary session.	1.1 Motivational serialized posters.
2. Explain the meaning and scope of non-formal education and its role in facilitating primary health care.	2.1 Meaning and Scope of Non-formal Education. 2.2 Common issues in the promotion and devel-	2.1 The existing agencies/institutions and groups in the community and their functions in rela-	2.1 Self-discovery exercise. 2.2 Lecturette.	2.1 Instructional modulated display board.

OBJECTIVES	CONTENTS		METHODOLOGIES/ STRATEGIES	MATERIALS
	BARANGAY (VILLAGE) TECHNICIAN FOR HEALTH PROGRAMME	POPULATION EDUCATION		
	opment of the non-formal education programmes. 2.3 Characteristics of adult learners and facilitators of non-formal education.	tion to health matters and how this is affected by the population growth in the community.	2.3 Work-group. 2.4 Plenary Session.	
3. Determine activities that will enhance the health, nutrition, and environmental sanitation of the community.	3.1 <u>Nutrition</u> a) Budgeting b) Marketing c) Meal Planning d) Food Preparation e) Table Setting f) "Operation Timbang" (Weighing) g) Backyard Technology (Likod Bahay Kaunlaran). 3.2 <u>Environmental Sanitation</u> a) Clean environment	3.1 <u>Effects of Family Size on Its Basic Needs</u> a) Relation between family size and food, shelter and clothing needs. b) Some consequences of rapid population growth on community health which directly affect man's health and well-being - shortage of food (malnutrition) - housing problem	3.1 Role playing/ creativity session. 3.2 Lecturette (resource person from Ministry of Health) 3.3 Practicum (In-campus). 3.4 Field trips (Educational Tour).	3.1 Booklet on nutrition. 3.2 Booklet on environmental sanitation.

OBJECTIVES	CONTENTS		METHODOLOGIES/ STRATEGIES	MATERIALS
	BARANGAY (VILLAGE) TECHNICIAN FOR HEALTH PROGRAMME	POPULATION EDUCATION		
	b) Sanitary toilet c) Safe drinking water d) Garbage disposal e) Environment affects health.	- overcrowding (pollution) - environmental sanitation problem - inadequacy of health services.		
4. Discuss and demonstrate simple procedures, techniques and treatment to prevent, control and relieve common communicable diseases.	4. Medical Nursing Care a) Proper caring of patients. b) Prevention of communicable diseases. c) Simple treatment applying first aid procedures.	4.1 Family Planning as a Means of Fertility Control.	4.1 Open-Ended Drama.	4.1 Manuals on: 4.1.1 Prevention of communicable diseases 4.1.2 First aid procedures
		4.2 Health Benefits on Family Planning.	4.2 Lecturette.	4.2 Population Education materials.
		4.3 Methods of Family Planning.	4.3 Demonstration.	
		4.4 Family Planning Services. a) Government agencies b) Private agencies	4.4 Practicum (In and Out Campus).	

OBJECTIVES	CONTENTS		METHODOLOGIES/ STRATEGIES	MATERIALS
	BARANGAY (VILLAGE) TECHNICIAN FOR HEALTH PROGRAMME	POPULATION EDUCATION		
		c) Private medical practitioners.		
5. *Acquire basic competencies in the acceptable educational delivery system suited for out-of-school learners.*	5.1 Educational Delivery System a) Participatory approach to learning b) Helping people learn.	5. Skills in planning and decision-making with respect to family size and population-related matters.	5.1 Games/Exercises. 5.2 Lecturette. 5.3 Group Work. 5.4 Demonstration. 5.5 Practicum.	5.1 Learning modules/ self-learning kit. 5.2 Participatory learning materials.

Excerpted from: *Philippines. National Seminar-Workshop on Out-of-School/Non-formal Population Education, Quezon City, 10-14 December 1974; report.* [Manila, Population Education Program, Ministry of Education and Culture, 1979], p. 66-69.

COURSE CONTENT/OUTLINE INTEGRATING POPULATION EDUCATION INTO HEALTH DELIVERY SYSTEM FOR OUT-OF-SCHOOL VILLAGE WORKERS

OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
A. General *To encourage community participation to enable villagers to become self-reliant on health and family planning practices.* *B. Specific* *1. Discuss the concept, rationale, goals and objectives of the "SARIKAYA" (Self-help) Project.*	1.1 Description of the "Sarikaya" (Self-help) Project a) Rationale b) Concept of the project c) Goals, objectives d) Relationship (inter and intrasectoral linkages of the population programme and other development programmes).		Informal gatherings (90 min.) - Explanation, discussion of issues - Presentation of hypothetical situations of these interrelationships. Use of charts/pictures/of different development project.

OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
	1.2 Community Resources a) Agencies in the community: government, private, civic, and other social agencies.		
2. *Identify community health problems and discuss how these are affected by the population situation.*	2. Community Health and Family Planning Programme a) Problems identified. b) Concept emphasis on spacing of pregnancies, interlinkages of basic health services. c) Goal, objectives of the Philippine Population Programme.	2. Population Issues a) Philippine population as compared to those of other Asian countries. b) Population projections.	Informal group gathering (90 mins.) - use of charts, diagrams - lectures, discussions - presentation of socio-cultural values affecting family size in their own respective localities.
3. *Discuss the socio-cultural value in the locality which affect family size.*		3. Population Issues a) Societal values encouraging family size. b) Conflict between individual and societal values.	Open forum (30 mins.) - comments on the socio-cultural values/problems.

OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
4. *Identify and explain the socio-psychological factors affecting sexual and fertility behaviour.*		4. Human Reproduction a) Understanding the sex drive and various factors affecting this. b) Socio-psychological factors affecting fertility behaviour. c) Effects of frequency and spacing of births on the health of the mother and child.	
5. *Explain how spacing and frequency of births affect the maternal and child health.*	5. MCH (Maternal and Child Health) a) Physiology of menstruation, human reproduction. b) Pregnancy, signs and symptoms, different stages. c) Identifies, refers expectant, high risk mothers. d) Referral of children for check-up/immunization and high risks groups.		Situational learning using hypothetical clinical cases Open forum - beliefs, misconceptions on certain practices.

OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
	e) Disseminates information on: - advantages of breast-feeding - importance of birth and death registration.		
6. *Discuss the interrelationship between rapid population growth (RPG) and food and nutrition.*	6. Nutrition a) Nutrition information (locally available food products). b) Basic food groups and samples. c) Recognition, identification of nutritional deficiencies. d) Referral of malnourished children.	6. Consequences of RPG on Food and Nutrition a) Inadequate food supply due to RPG results in malnutrition and under-nutrition.	Informal group gathering (90 mins.) - Lecture/discussion on basic food. - Actual samples of each (what is available in the locality). - Simple methods of preparation, preservation. - Actual cases/pictures of different nutritional deficiencies. - Situational learning.
7. *Analy the effects of rapid population growth (RPG) on environmental sanitation.*	7. Environmental Sanitation a) Environmentally induced diseases especially common in their locality.	7. Consequences of RPG on the Environmental Sanitation a) Environmental pollution.	Informal group gathering (180 mins.) - Ask participants to identify common communicable diseases in their locality,

OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
	b) Provision of safe water supply. c) Proper disposal of garbage, sewage and excreta, simple low-cost water toilets. d) Importance of correct health practices. e) Common health practices in locality-identifying which are desirable/ and which are not. f) Beautification and cleanliness. g) Pest control.	b) Increased morbidity rate.	such as water supply, food distribution, garbage, sewage and excreta disposal. - Lecture/discussions with flip charts of environmentally induced diseases. - Relationship of the host, agent and environment, (ecology of health). - Drawings of low-cost water-sealed toilets.
8. *Enumerate the leading causes of mortality and how these are affected by RPG.*	8. <u>Control of Communicable diseases</u> Disseminates information on: a) Common/prevailing communicable diseases in their locality. b) Common signs and symptoms. c) Mode of transmission.	8. <u>Mortality Transition:</u> The leading causes of mortality are epidemic diseases, food shortage and poor sanitation.	Informal group gatherings (90 mins.) - Ask participants to identify common communicable diseases in their locality, prevalence as to season, areas. - Charts/diagrams/pictures. - Lecture/discussions on modes of transmission and prevention.

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OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
	d) Preventive measures. e) Reporting and referral.		- Situational learning.
9. Render simple/common first aid measures (See emergency cases).	9. <u>Emergency Cases</u> a) Treatment of simple wounds, burns. b) Artificial respiration in cases of drowning.		Informal group gatherings (120 mins.) - Lecture/demonstration. - Return demonstrations by the participants (240 minutes) - Presentation of actual samples of medicinal local herbs.
10. Explain how RPG increases the need for medical services.	10. a) Control of bleeding. b) Splinting and transport of fractured cases. c) Bandaging of special cases. d) Emergency measures for snake, dog bites, insect bites, fainting spells. e) Common home remedies (sample medicines/ herbs).	10. <u>RPG and Health Services</u> a) RPG increases the need for medical services.	

OBJECTIVES	CONTENT OF THE "SARIKAYA" (SELF-HELP) PROJECT	CONTENT OF POPULATION EDUCATION	APPROACHES AND ACTIVITIES AND DURATION
	f) Management of febrile convulsions. g) Referral system.		
11. *Discuss the importance of utilizing community resources in the provision of health services.*	11. Community Action Simple mechanics on: a) How to organize group meetings for health and other related activities within the "purok" (sub-village). b) Know community resources. c) How to co-ordinate properly with these resources for health activities.	11. Population Issue a) Man shares the world resources with other people and other living things.	Informal group gatherings - invite guest speaker (20 mins.) - discuss community resources (85 mins.) which includes government, private, civic, social organizations. - handouts or list of these agencies and the persons heading them - invited guest (30 mins.) to show how to organize group meetings, mobilize community resources and sustain interests.

Excerpted from: *Philippines. National Seminar-Workshop on Out-of-School/Non-formal Population Education, Quezon City, 10-14 December 1974; report.* [Manila, Population Education Program, Ministry of Education and Culture, 1979], p. 33-37.

COURSE CONTENT OUTLINE ON PUBLIC HEALTH AND HYGIENE NUTRITION AND FAMILY PLANNING FOR FIELDWORKERS

PROBLEM	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	LEARNING EXPERIENCE
Lack of awareness about personal and environmental hygiene.	1) *To make the people aware about personal cleanliness.* 2) *To develop awareness about environmental hygiene.*	Significance of personal cleanliness of body, clothes, utensils and methods for disposal of waste water, preparations of soakage pits, methods for the disposal of rubbish and human excreta, improved patterns of latrines.	Use of posters, leaflets, pictures, radio, film. Film, group discussion, field trips.	Visit to a model village. Visit to a comparatively clean area of the village. Observing the film to bring out the contrast between cleanliness of environment and its effect on health. Going on a fieldtrip, seeing the nearby clean villages and feeling the change.
Lack of awareness about environmental hygiene.	*To develop awareness about environmental hygiene.*	Cleanliness of houses, streets; its effect on environment.		Participation in group discussions about family hygiene and the need for environmental cleanliness in order to maintain environmental hygiene.
Lack of awareness about disposal of waste in a proper manner.	*To develop awareness about drainage of waste water.* *To give the knowledge of different methods of disposal of waste.* *To give the knowledge of different methods of disposal of waste.*	Methods of disposal of waste water. Preparation of Soakage pits. Methods for disposal of rubbish and human excreta.	Posters, charts demonstration, observation.	Observing the demonstrations pointing out how undrained waste water becomes the breeding ground for mosquitoes and germs. Seeing A.V. aids illustrating the contamination caused thereby.

PROBLEM	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	LEARNING EXPERIENCE
		Improved patterns of latrines.		Observing different methods of disposal of waste. Observing and adopting improved patterns of latrines. Observing demonstration of garbage pits and compost pits.
Lack of awareness on the: 1) nutritive value of food	*1. To make the community aware of nutrition value of different constituents of food stuffs available in the village.*			
2) balanced diet and its effect on health.	*2.a) To develop an awareness of the ability to choose better diet from locally available food stuffs.* *2.b) To make mothers aware of the need for a special diet for children.* *2.c) To develop awareness in women about the need for a special diet for expectant and nursing mothers.*	Constituents of food and selection of better diet from locally available food stuffs. Selection of right kind of diet for the children, the sick, the expectant and nursing mothers, and working adults.	Group discussion illustrating through A.V. Aids Demonstration. Charts. Films.	Exhibition of locally available food and specifying the nutritive value of food stuff. Discussing the need of balanced diet, preparing tables and charts of special diet required for children under 2, expecting women and nursing mothers. Discussing the causes of skin disease and relating them to determine deficiency of vitamins.
Lack of awareness about Family Planning.	*1. To make them aware of the need for Family Planning.* *2. To enable them to recognize and realize the*	Need of family planning for a happy family economic, special health and nutritional implications of	Need for a family discussion, observation, demonstration	Discussion about the need of Family Planning. Exposure to the illustrative material showing the need. Discussing about the

PROBLEM	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	LEARNING EXPERIENCE
	contribution of Family to better living. 3. *To make them acquainted with the personnel and the place where guidance for Family Planning is available.*	Family Planning. Family Planning techniques for men and women. Family Welfare Plann- Centre.	through A.V. Aids. Visit to a Centre, Case history. Posters. Charts.	benefits of adopting Family Planning methods for the family economically. Visiting a Family Planning Centre. Exposure to the experience of people who have adopted Family Planning in their life, listening to the case-history of success story of Family Planning

Source: Excerpted from: *India. National Field Operational Seminar in Literacy, Seva Mandir, Udaipur, India, 5-24 January 1977; report.* [New Delhi, Directorate of Non-formal (Adult) Education, 1977], p. 34-36.

INTEGRATED CURRICULUM OUTLINE FOR BACKYARD VEGETABLE GARDENING AND POPULATION FOR OUT-OF-SCHOOL YOUTH AND ADULTS

OBJECTIVES	CONTENTS		MATERIALS
	VEGETABLE GARDENING	POPULATION EDUCATION	
General Objective *To develop an understanding about vegetable gardening that could promote self-employment, better health and nutrition, and population education.* *Specific Objectives* *To enable the learners to:* *1. utilize the vacant space for growing vegetables in the backyard;* *2. produce fresh vegetables for the family;* *3. develop better health and improve nutritional standards;*	1. Importance of Backyard Vegetable Gardening a) Proper utilization of space in the backyard. b) Produce fresh vegetables for the family. c) Improve nutritional standards of the family. 2. Preparation of a Backyard Vegetable Garden a) Preparation of layout plan of the garden. b) Preparation of seedbeds.	1. Demographic situations of the village. 2. Consequences of family size on different aspects of life, such as health and nutrition, education, employment, clothing, and income. 1. Physiology of plant growth in relation to human reproduction. 2. Concept of planned gardening and planned family.	I. Motivational Posters-Messages 1. Too Many Children to Feed; 2. For Better Health, Grow More Vegetables/ Have Less Children. 3. For Better Health, Space Your Children As You Space Planting. II. Instructional Charts 1. Plant genetics as related to human reproduction. (Flip chart) 2. Layout of a backyard vegetable garden, including cropping pattern.

OBJECTIVES	CONTENTS		MATERIALS
	VEGETABLE GARDENING	POPULATION EDUCATION	
4. understand the effects of spacing of children on the health of the mother and other family members; *5. understand the relationship between family size, and production and supply of vegetable to improve the quality of life;* *6. utilize leisure time purposefully; and* *7. supplement the family income.*	c) Selection of seeds and raising seedlings. d) Planting methods. 3. Care of the Garden a) Inter-cultural operations including-watering and weeding. b) Use of fertilizers and pesticides and harvesting. 4. Marketing of Garden Produce a) Individual. b) Co-operative.	3. Parallelism between essential components of vegetable growing and their relationship with family-size, growth, and care of children. Importance of maintaining the fertility of land and fertility of women for producing healthy generation. Need for supplementary food for over-utilized land and women giving frequent births. Use of pesticides to prevent and cure plant diseases versus immunization and use of medicines for prevention and cure of diseases among human beings.	Booklets: 1. The story of barangay (village) Nieves - highlighting demographic situations and consequences of rapid population growth. (Illustrated) 2. Grow more Vegetables and Be Healthy. (A Guide to Backyard Vegetable Gardening.) Depicting relationship between family size and vegetable requirements. 3. Modules on Backyard Vegetable Gardening. 4. Comic story on vegetable gardening - "Boon's Family".

OBJECTIVES	CONTENTS		MATERIALS
	VEGETABLE GARDENING	POPULATION EDUCATION	
	5. Cooking and Preservation a) Proper methods of cooking to check loss of nutrients. b) Storage and preservation.	Big family size - no surplus of food for storage and preservation.	

Excerpted from: *Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija, Philippines, 18-29 June 1979; report.* [Manila, Ministry of Education and Culture, 1979], p. 22-23.

INTEGRATED CURRICULUM OUTLINE FOR POULTRY FARMING AND POPULATION EDUCATION FOR OUT-OF-SCHOOL YOUTH AND ADULTS

OBJECTIVES	CONTENTS		MATERIALS
	POULTRY FARMING	POPULATION EDUCATION	
General Objective *To develop an understanding about poultry farming that could promote self-employment, better health and nutrition and population education.* *Specific Objectives* *To enable the learners to:* 1. *develop skills in poultry such as construction of poultry house, selection of breeds, proper feeding, and control of pests and diseases;* 2. *help increase family income;* 3. *improve protein intake of the family by increased supply of poultry products;*	1. Importance of Poultry Raising a) Increase family income. b) Productive use of leisure hours. c) Improve protein intake of the family. 2. Construction of Poultry Houses a) Types of poultry houses. b) Use of available local materials for making a poultry house. 3. Selection of Breeds a) Acquaintance with different kinds of	Complementary relationship between poultry farming and family income, protein intake, and health of the family. All living species need adequate housing space, lighting and ventilation for better growth and health. (Approach from the point of view of meeting the needs of different species.) The reproduction process of human beings.	I. Motivational 1. Radio spots and jingles on the message "Produce and Eat More Poultry for a Healthy Family". 2. Slogans and stickers. Theme: For a Healthier Tomorrow, Raise Poultry. 3. Posters: "Raise Poultry, Increase Your Income". A diagram of a poultry house making use of indigenous materials. II. Instructional 1. School-on-the-air programme - a series of radio scripts.

OBJECTIVES	CONTENTS		MATERIALS
	POULTRY FARMING	POPULATION EDUCATION	
4. *improve skills in marketing poultry products; and* 5. *understand the complementary relationship of poultry raising and population education on standard of living.*	b) Characteristics of good layers and broilers. 4. <u>Care of Management</u> a) Knowledge of different kinds of poultry feeds and their sources. b) Selection of feeds. c) Preparation of poultry feeds from locally available materials. d) Proper methods of feeding. e) Management of water, light, and litter. f) Common poultry diseases, their prevention and control. 5. <u>Marketing</u> a) Marketing of poultry products. b) Packing and disposal of eggs and broilers.	1. The larger the family, the more care and maintenance of family members needed. 2. As special feeds are needed for growing chicken at different stages of growth, so do pregnant mothers, infants, youth, working members and adults.	2. Booklet on construction of various types of poultry houses (illustrated), highlighting the emerging needs of human housing due to population growth in the urban areas. 3. Flip chart on reproduction process of human beings. 4. Drama script covering Item IV, 1-6. 5. Comic book on poultry raising. 6. Self-learning materials for Item No. I-VI.

OBJECTIVES	CONTENTS		MATERIALS
	POULTRY FARMING	POPULATION EDUCATION	
	c) Selection and preservation of eggs and dressed broiler. 6. Economics of Poultry Farming a) Facilities available for poultry keeping. b) Investment and profit.	Economics of frequent deliveries and raising children to be explained - highlighting expenditures on delivery and bringing of many children with special reference to food, education, clothing, etc.	

Excerpted from: *Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija, Philippines, 18-29 June 1979; report.* [Manila, Ministry of Education and Culture, 1979], p. 24-25.

COURSE CONTENT OUTLINE INTEGRATING DRESSMAKING AND POPULATION EDUCATION FOR OUT-OF-SCHOOL YOUTH

OBJECTIVES	CONTENTS		METHODS/ACTIVITIES	AIDS FOR INSTRUCTION
	DRESSMAKING	POPULATION EDUCATION		
1. *To improve dressmaking knowledge and skills to enable the audience to become economically self-reliant.*	I. <u>Dressmaking Tools and Equipment</u> Importance of appropriately selected sewing tools and equipment.	I. Favourable conditions (Tools) for achieving happy and successful family life.	I - Guide group interaction. - Actual demonstration on the use and care for sewing equipments and tools - Brainstorming.	Posters exercises.
2. *To develop awareness of the ill effects of rapid population growth.*	II. <u>Taking Accurate Body Measurements</u> Procedures and importance of taking accurate body measurements.	II. Estimating projected effects of over-population in one's community - particularly to: 1. health 2. food 3. employment 4. environment 5. family life 6. nutrition	II - Picture story. - Discussions. - Brainstorming. - Role play - Games.	- Posters. - Games. - Exercises.

OBJECTIVES	CONTENTS		METHODS/ACTIVITIES	AIDS FOR INSTRUCTION
	DRESSMAKING	POPULATION EDUCATION		
4. *To engage in actual planning and decision-making exercises.*	III. Basic and Foundation Patterns Importance and procedures in making foundation patterns.	7. housing 8. natural resources. III. Importance of planning in true to life situations - definition/value of planning - planning exercises.	III. - Collage or dressing a model. - Guide group interaction. - Brainstorming.	- Sets of materials for dressing and statue. - Games.

Excerpted from: *Regional Training Workshop on Instructional Development in Out-of-School Population Education, Nueva Ecija, Philippines 18-29 June 1979; report.* [Manila, Ministry of Education and Culture, 1979], p. 1-2 (appendix 3-b).

SAMPLE SYLLABUS OF POPULATION EDUCATION AS A COMPONENT OF HOME MANAGEMENT FOR HOME MANAGEMENT TECHNICIANS

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
1. Context of Management a. The community in - Developing countries - Inter-relationships of community with family in terms of functions	1. Differences in population size of communities is a result of economic growth and of natural growth. 2. Families in large communities have more access to community services than those in smaller communities.	1. Comparison of different communities in terms of size, economic growth and opportunities for employment, infant mortality and mortality. 2. Study of community services extent, cost, and availability in relation to family servicing.	1. Survey data or census data of two or three communities. 2. Various United Nations Year-books.
b. The family and household organization structure - Family and household as a unit - Differentiation in structure - Stages	1. Organizational patterns in households is influenced by the size, composition, roles expected and norms. 2. Length of family life is influenced by the age of marriage and the number, spacing of children and life span of members.	1. Trace your own family life cycle and identify at which stage you are. How do your stages of family life differ from those of other families? 2. Role play: A mother in three generational and nuclear family comparing their experiences.	

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
2. Quality of living, values, goals, standards as determinants of the management process - indicators of quality of living - differentiation of values and goals for management purposes	1. Quality of living refers to conditions of human existence at a point in time indicated by: a. health and nutritional status b. income distribution c. educational level d. housing and environment e. employment status f. levels of possessions of distribution of lands g. use of leisure time. h. social and political participation.	1. Students to participate in debate, discussion or panel to evolve a definition of quality of living.	Films and case studies.
	2. Quality of living brings about changes in family size and composition.	At the macro level expose students to data illustrating different family size (including factors such as birth, death, migration) and family composition (age, sex, education) in at least 4 countries (one developed and 3 developing countries including one's own country). View a film strip or read about a typical family from each country showing the kind of life of each family. Relate the quality of living of each family to the respective family size and composition and come up with your observations focussing on their relationships.	Plenary paper 3; United Nations Yearbooks. Cases on four selected countries.

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
	3. Family awareness of the quality of life influences the family to decide the goals pertaining to health, education and levels of living.	Survey a community or use existing data showing relationships of the following: a. Quality of life in rural areas and use of medical services and facilities. b. Quality of life and education of family members including educational aspirations of parents for their children. c. Quality of life and family aspirations on socio-economic levels.	Formulated questionnaire for use in the survey.
	4. Family size as a conscious goal of the family may be controlled by planning.	- A physician as a resource person to give information on reproductive control methods. - Open forum after the talk stressing on how family size is planned.	
3. Management as a system: Planning Standards Organizing Implementing Controlling Facilitating			

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
4. Decision-making - how decisions are made - factors affecting decision-making - types of decisions - who makes decisions - communicating decisions	1. Decision making is closely tied to the sense of value a person acquires and compiles from family experiences. A choice or preference emerges, based on consciousness of the values that have been identified.	1. Assign students to read "Cheaper by the Dozen" by Galbraith and then discuss on topics of - family size - economic status of family - education - decision-making process - work simplification	Dr. Nena R. Bustrillos working paper on "Population Component in a Family Management Course" presented on 31 October 1975 at U.P.L.B.
	2. Regarding family size, decision-making means weighing the value of having fewer as against more children. Facts and information about costs involved (social, financial, psychological) need to be weighed.	2. Students cite specific incidents when rural families migrate to urban communities seeking jobs that pay better than what they can earn on their farms, creating slums.	Plenary paper No. 3 Working paper No. 5
	3. Family size, composition and stage of family life cycle, affect decision-making and communication.	3. Make a survey of the conditions in rural areas in the aspects of social security, cultural exposure job opportunities and relate them to the push-and-pull factors that alter urban-rural ratio.	
	4. Decision-making is conditioned by social values, norms, family education and occupation.	4. Relate decision-making about size of family, spacing of children, their education and occupation to population dynamics in the community.	

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
	5. Social, cultural, economic environment affect decision-making in family mobility which alters urban-rural ratio. 6. Migration, family size, spacing of children, contraceptive methods, education, marriages of children and their occupations are decisions which families have to consciously make. 7. Decision-making patterns vary according to types of decision: Number of children education, discipline of children, skill training, division of labour, distribution of goods.		
5. The Resources of Family Management - nature and characteristic of resources contribute to family resources; gainful employment - attitudes and values towards resources.	1. Community services and facilities in family planning facilitate its adoption of family planning methods.	1. Field trip to the health centers, family planning education centers. 2. After the field trip, panel discussion composed of family planning personnel, acceptor and motivator followed by an open forum by the students.	Community facilities and services.

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
	The state of human resources affects and is affected by the state of material resources.	Students compare educational levels, nutritional level, obtained by children of smaller families with those of larger families with reference to the length and time of marriage.	Plenary Paper No. 3 Working Paper No. 8
Contributors to family resources.	Nature of female education and gainful employment in relation to fertility behaviour.	Conduct a survey on the education, gainful employment, size of family, age at marriage of selected homemakers. Analyse data and report findings for class discussion.	Homemakers.
	Real value of children is influenced by health, education and future productivity and therefore the incapacity to support senior citizens.	1. Discuss advantages of health and education and income for small sized families. 2. Make survey to determine the number of dependence found in large families.	Visuals.
	Judicious use of technology for maximizing contributions is influenced by competence of family members.	Discuss nature of resources and availability and how to use them for realizing family goals.	Farm equipment, household equipment and appliances.
	Changing role and status of family members are consequences of technological development.	Discuss the occupation/fertility relationship and drawing from it the broadening horizon for women in the realm of employment.	Visuals.

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
	Maximum use of limited resources has an impact on the quality of living.	1. A survey of identification of available resources and their limitations and use. Discussion based on results. 2. Demonstrate wise selection and preparation of foods.	
	Competition for available resources in a densely populated community would lead to their exploitation.	Illustrate/environmental ecology. Discuss and invite comments on the illustration.	Visuals: a. shag farming b. fishing by dynamite c. production profile.
6. Factors affecting adequacy of resources a. Standard of living	1. There is a correlation between the per capita income and the standard of living of a family. 2. Setting goal priorities in relation to immediate and future resources affect the family well-being.	1. Students compare two families both of which have five children and have a monthly income of ₱ 1,000 for Family A and ₱ 400 for Family B with regards to expenditure for basic needs, household conveniences, etc. 2. Role-playing of a newly married couple planning and discussing their future life and their children with reference to education, health and other daily needs.	Plenary Paper No. 3 Working Paper No. 5 Population, Family Life and Resources. FAO-UN Brochures.
b. Socio-Economic Status	1. Adequacy of resources is conditioned by the socio-economic milieu within	Students give their view on the written statement on the board "Quality Life Means	Plenary Paper 3.

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
	which the family operates.	Quality Farm" as springboard for discussion, students give situations (real-life) showing how a family operates within resources which are adequately available.	Working Paper 5.
c. Family Size and Composition	1. Health, parity, spacing, fertility, family size and dependency ratio affect labour force and other resources. 2. Family size and composition influence needs in terms of energy, food, shelter, clothing and income. 3. A young age-structured family (with many young children) which is a result of high birth rate and relatively low death rate increases the dependency burden.	1. Discuss (small groups) the meaning of parity. Spacing, fertility rate and dependency ratio. Use graphs, charts, country data. 2 and 3. Panel discussion on how family size and composition influence needs.	Working Paper no. 8 Population, Family Life and Resources. FAO-UN Brochure.
d. Stage of Family Cycle	1. The needs and demands for resources change with each stage of the family life cycle. 2. The ages of family members influence family needs and use of resources.	1. Use chart on life cycle of a family. Brainstorming by small groups on needs and demands for resources at each stage. 2. Students survey the com-	Plenary Paper No. 3 Working Paper No. 4

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
		munity to determine age at marriage, length of time to birth of 1st, 2nd, 3rd, etc. child. 3. Through histories of students, give report on changes on tasks and needs of man and women as their families move through birth of children, their marriage and old age.	
e. Location of the Family	1. Family mobility is influenced by family goals and resources. 2. The flow of resources brought about by the families in a certain locality affects adequacy of resources.	1. Students render report based on research made on the in-migration and out-migration in the country and the community. Debate: Families Should Migrate to Urban Areas to Improve Their Living Conditions. 2. Summary: a. Reasons for mobility from rural to urban, from country to country. b. Advantages and disadvantages of migrating.	Data on Migration in the Country.

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
7. Financial Management a. Income types b. Planning c. Implementing	1. The amount of income the family has and the way they earned it, influence the quality of life.	1. Comparison by students the sources of income of rural and urban families and their patterns of expenditures in relation to the families' nutritional and health status.	1. Data about Rural and Urban Income Expenditures. 2. Students.
d. Record keeping 1. income 2. expenditures 3. savings 4. taxation 5. network.	2. Children as contributors of family income are deprived of proper growth (childhood).	1. Discuss how children contribute to family income. 2. Discuss the consequence of the entrance of children to work to the attainment of proper growth.	1. Laws pertaining to Child Labour.
	3. Patterns of family expenditures change with each stage of family life cycle.	1. Discuss the different patterns of family expenditures. 2. Compare the patterns of use of income for families in different stages of family life cycle.	1. Management for Modern Families by Gross & Crandall 2. Charts showing stages of family life cycle. 3. Working paper no. 3 and 5.
	4. Family size and composition influence the allocation and expenditure in terms of food, clothing, education, etc.	1. Students will show how their own families allocate and spend their income, in terms of food, clothing, education, etc.	1. Family of the students. 2. Information Background for Money Management by Gross & Crandall

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
		2. Compare the levels of expenditure of different family sizes. 3. Analyse the use of income using family size and composition. 4. Make income profiles based on family size and composition.	3. Management of Family Living by Nickell & Dorsey. 4. National socio-economic Survey Data in own country.
	5. Frequency of child bearing/ child rearing affect the expenditure of families.	1. Formulate patterns of expenditure related to pregnancy and child care.	1. Studies about frequency of child bearing. 2. Child rearing as related to family expenditure.
8. Work Activity Management: a. Concepts on energy work capacity, time norm, fatigue, space	1. Volume of work, energy requirement and length of time required to complete the work are influenced by family size, composition and levels of living. 2. Space requirement is influenced by family size, composition and levels of living.	Field trip. Observation of activity performances in real life situations of large and small families. Compare your own experiences with your families or of families known to you stressing attitudes of homemakers toward work. Also discuss on each of activity management components such as energy, work capacity, time norm, fatigue and space. Include also analysis of	1. Large and small families in the country. 2. Population, Family Life and Resources: A Population Education Curriculum Guide (FAO). Handbook of Home Economics lessons Incorporating Family Planning, Population Education and Quality of Life,

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
	3. Types of fatigue encountered by the family members if influenced by the demands made by members at different stages of life cycle and the personality of the worker.	activity and time use patterns.	October 1974, AHEA, The International Family Planning Project, 2010 Massachusetts Avenue, NW, Washington, D.C. 20036.
b. Planning and Implementation	The complexity of planning family tasks and their implementation increases with family size, composition and levels of living.	Undergo simulated situations requiring planning and implementation of family tasks of both large and small families. Then react to the simulated situations with emphasis on the relationships of activity and time use patterns to family size, stages, and levels of living.	
c. Analysis of activity pattern on time use pattern	Family size, stages of family life cycle, levels of living influence the activity and time use patterns.		
9. Work Simplification: - work - body mechanics - tools and equipment - work space - principles of work simplification	1. Work space, proper tools and equipment are limited by family economic status. 2. Parents' understanding of body mechanics and principles of work simplification will facilitate improvements in work methods and thus enhancing family resources for better family living.	1. Discuss advantages of having labour-saving devices and ways of using extra time and energy thus conserved. 2. Visit a rural family with many children but low income, and visit another family of fewer children but can afford mechanical farming devices and compare their living conditions.	Working Paper No. 3 Working Paper No. 5 Working Paper No. 8

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
		3. Compare the amount of time and energy required in doing household chores such as laundering for many people as against fewer people.	
10. Management of other human skills Buymanship	Judicious buymanship of limited goods and services available, maximizes satisfaction, and their use enhance family well-being.	1. Field trips to downtown stores, to check on prices, quality/quantity, labelling, packaging, and advertising. 2. Case study. To study the consumption patterns of low income families.	Community resources, stores.
Augmentation of income	1. Wise use of family resources and tools augments family income for the realization of goals in the farm and home. 2. Early acquisition of skills including entrepreneurial competence facilitate augmenting family income during the different stages of the family cycle.	Analyse data on time available for income generating activities. - Survey community agencies providing income-augmenting programmes. - Demonstrate on how to make certain craft articles. - Survey or case study on income augmenting activities of certain community groups/individuals.	Community agencies. Demographic materials.

TOPICS	POPULATION CONCEPTS	LEARNING EXPERIENCES	RESOURCE MATERIAL
		- Discuss implications of survey/case study results.	
Principles of saving materials and supplies.	Resource for future generations can be assured through proper consumption and conservation by this generation.	Enumerate re-cycling practices observed and used. - Discuss these listed practices, examine their justification. - Present slides on environmental ecology. - Discuss and react to materials presented.	Students' experiences. Visuals: - Slides - Filmstrips.
11. Food Management a. Review of management b. Planning c. Implementing d. Analysis	1. The family size and food availability relates to the achievement of better nutrition.	1. Relate the current issue about food production and consumption of different family size in different countries. 2. Discussion on the different aspects or factors that affect the amount of food needed by the family. 3. Analyse the relation of family size and composition and income in the attainment of food requirement.	1. FAO Population, Food Supply and Agricultural Development, World Population Conference, Bucharest, Rumania, 1974. 2. Working Paper No. 8. 3. FAO/UNFPA Seminar on Population, Problems as Related to Food Agricultural Development in Asia and the Far East. 4. National Socio-Economic Survey Data

TOPICS	POPULATION CONCEPTS	LEARNING EXPERIENCES	RESOURCE MATERIAL
	2. Size and composition of the family affect the production, distribution, consumption of food quantitatively and qualitatively.	Self experiment: 1. Gather the data from your own family with respect to the number of members, the food produced and distributed. 2. Relate it to consumption/ person. 3. Pool the class data. 4. Estimation of food requirement based on age level and sex.	1. Management for modern families by Gross and Crandall. Latest edition. 2. Charts showing age levels and food requirement. 3. Other visual aids related to the topic.
	3. Frequent pregnancy and child mortality are a strain to the mother and waste of family and community resources.	Calculate the needs of pregnant woman and preschool child to maintain their health in term of protein and calorie.	Food composition table.
	4. Pregnant and lactating women require additional food for the health of the mother and healthy growth of the child.	1. List the different food requirement of pregnant and lactating women. 2. Prepare menus appropriate for lactating and pregnant women.	1. FAO/UNFPA Seminar on Population problems as related to Food and Agricultural development in Asia and Far East. 2. FAO population, food supply and agricultural developmental world population conference.

TOPICS	POPULATION CONTENT	LEARNING EXPERIENCES	RESOURCE MATERIAL
			Bucharest, Rumania, 1974.
	5. The selection and preparation of food is related to the different stages of the family life cycle.	1. Discuss the different stages of family life cycle and relate these stages to family requirement, selection and preparation. 2. Students prepare menus appropriate for the different family life cycle.	1. Food selection and preparation by Surutman. 2. Management for Modern Families by Gross & Crandall. 3. Other food management books.
	6. Proper and timely storage of food will help to improve the level of living by continuous supply at nominal prices in time of shortage and scarsity.	1. Discuss what proper storage is. 2. Name the kinds (of) or ways of storing food and give examples for each. 3. Discuss the factors that affect food storage.	1. Food preservation books.

Excerpted from: Food and Agriculture Organization of the United Nations. *Summary report of the FAO/UNFPA Workshop in the Curricula of Rural Development Training Institutions in Asia and the Far East, Los Banos, Philippines, 27 October - 7 November 1975.* Rome, 1975, p. 39-51.

SAMPLE SYLLABUS OF POPULATION EDUCATION AS A COMPONENT OF FARM MANAGEMENT FOR FARM MANAGEMENT TECHNICIANS

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATIONS	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
I. INTRODUCTION TO FARM MANAGEMENT		
A. Overview of Farming	Land/Man Ratio	Analysis of various statistics available to determine man/land ratio and other related information through time.
Farms, Farmers, Farming	Changes Over Time	
Characteristics of: Farms, Farmers, Farming	Labour and Employment/Unemployment Problems.	
Classification of Farms, Farmers, Farming	Age-Sex Profile Among Farmers.	
Farm as a Unit	Dependency Ratio	Identification of basic elements of a farm and farm family unit.
Farm Objectives	Level of Training and Experiences of Farmers.	
	Socio-Cultural Characteristics. Rural-Urban migration. Health of Family Members. Role of Women/Children. Relation of Family Size and Farm Size.	
B. Farm Management Today and in Perspective	Age and Education (Formal and Informal).	Identification of selected characteristics of farmers.
Management in Farming - Its meaning, Content and Objectives	Level of Technology.	

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATIONS	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
The Management Factors. Market and Subsistence Oriented Farming. Functions of Management. Focus on Decision. C. Knowledge Foundation of Farm Management Human Factor As One of the Most Important Factors in Farm Management. Human Behaviour in Management. The Nature of Human Behaviour. Selected Human Behaviour, Theories and Their Management Implications. What Spurs Human Behaviour to Action. Social Behaviour: People in Groups. II. TOOLS OF MANAGEMENT D. Farm Planning and Budgeting	Age and Education (Formal and Informal) Level of Technology. Saving and Capital Formation. Consumption and Investment Decision.	Identification of selected characteristics of farmers.

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATIONS	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
Meaning and Importance. Steps in Planning. Complete versus Partial Planning and Budgeting Format of a Partial Budget. Format of a Complete Plan and Budget. Studying Cases.	Factor of Supply and Demand Affected by Population Growth and Composition. Family Needs and Goals. Intensive vs. Extensive Farming. Long Term and Short Term Planning.	Preparation of farm plan and budget. Preparation of family plan and budget.
E. <u>Farm Record Keeping and Accounting</u> Status Need for and Uses of Farm Records and Accounts. Meaning. Types. Statement of Financial Condition. The Opening Accounts. Supplementary or Facilitating Records.	Farmer's Education, Age and Experience. Extension Man-hours/Farmer Ratio (supervised and non-supervised) Family Needs and Goals Including Family Records. Farm Records As A Guideline for Future Farm and Family Planning.	Preparation of farm and family books and records.

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATION	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
F. Farm Business Analysis	Family Size and Objectives.	Establishment and analysis of results of farm business performance and selected characteristics of farms, farm families.
Measuring Business Performance.	Farm and Non-farm Opportunities.	
Efficiency Indicators.	Indicators of Level of Production or income Per Land Unit and Per Labour Unit.	Identification of sources of farm family income.
	Social Activities and Social Burden.	Discussion of children costs and benefits.
	Dependency Ratio.	
	Tenure Status and Income Relationship.	
III. RESOURCE MANAGEMENT		
G. Capital Resource Acquisition and Management	Man-Capital Ratio.	Survey of capital availability.
	Family Savings and Investment.	Case discussion of family consumption, savings, and investment.
Capital Needs in Farming.	Organizational Difficulties.	
Credit for Farmers.	Farm Investments vs. Non-farm Social Outlays.	Case discussion on farmer co-operatives/associations.
H. Land and Water Management	Man-land Ratio.	Field survey of land use and water management.
Decisions on Land Use.	Land Development Cost-population Growth Relationship.	
Decisions on Water Use.	Rural-Urban Migration.	Discussion on slash-and-burn agriculture in relation to conservation.
Decisions on Conservation.		

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATION	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
I. Farm Labour Management and Work Simplification		
Meaning and Significance	Family Size, Age and Education.	Analysis of labour distribution and efficiency.
Main Groups of Labour Problems.	Social Customs and Attitudes Toward Work	Discussion on family labour force composition and such conditions as health, level of nutrition, education and social services.
Labour Relations.	Level of Labour Utilization.	
Work Simplifications.	Efficient Labour Use.	Case discussions of labour relations.
Revisiting Earlier Farm Situations.	Labour Productivity, Income/Labour Unit	
	Role of Women and Children on Labour.	
	Health and Nutrition.	
	Employers Family Planning Programme for Farm Employees.	
J. Management of Machinery, Equipment, Draft Animals, and Tools		
Sets of Management Decisions.	Machine Versus Human Labour.	Comparative analysis of farm machines, animals, and human labour costs.
	High Cost of Small Farm Mechanization.	High density of population and low cost of family labour as constraints to farm mechanization and labour efficiency.
	Spacing Animal Birth.	

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATION	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
K. Farm Layout		
Decision Problem.	Farm Size Is An Obstacle to Efficient Layouting of Farm.	Discussion of land use in areas where data are available and survey and mapping of areas when data are not available.
Farm Component Involved.	Parcelling of Farms and Population Pressure.	
Opportunity for Layouting.	Land Reform and Consolidation.	Preparation of different models of farm plans and layouts in relation to farm and family size.
	Inheritance Requirements Under Agrarian Reform.	
	Inheritance Laws and Their Effects on Land Reform.	
IV. ECONOMICS OF FARM MANAGEMENT		
L. What, How and How Much to Produce	Size of Family As It Affects Orientation of Farm (Kitchen or Market).	Identification of factors related to farm family affecting the economics of farm management.
What and How Much to Produce.	Dependency Ratio.	
How Much of What Inputs to Combine.	Family Resources and Needs.	
	Knowledge Situation.	
How Much of What Enterprise to Combine.	Consumption Pattern.	
Comparing Returns on Different Time Horizons.	Farm and Family Resources.	
	Man-Capital Ratio.	
	Planning for Old Age.	

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATION	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
M. Costs and Profits		
Cost of Production.	Size of Farm and Family.	
Gross Margin and Net Profit.	Levels of Productivity (Market vs. Kitchen).	
Capital Formation.		
Reinvestment-Consumption.	Cost of Raising Children for Labour vs. Cost of Hiring Labour.	
Savings.		
V. DECISION-MAKING PROCESS		
N. Decision-making As the Essence of Management		
Classification of Decisions (Strategical, Operative)	Short Term and Long Term Decisions.	Discussion on specific characteristics of decision-making process on family farm.
Goals and Criteria (Main and Secondary).	Interdependence of Farm and Family Decisions.	A visit to the local rural health and family planning clinics.
Various Alternatives of Decision.	Participation of Family Members in Making Farm and Family Decisions.	Discussion of the women's and children's role in family decision-making.
Choice of Optimum Decision.	Customs, Values, and Norms Affecting Farm/Family Decisions.	
Execute the Decision.	Maternal and Child Death Rate; Birth Rate.	
Control of Execution of Made Decision.	Government Policy on Population.	

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATION	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
Risk in the Decision Process.	Incentive Programmes. Family Planning Services.	
VI. BEYOND THE BASICS		
O. Marketing and Prices		
Problem Areas in Marketing. Decision Questions. Buying Farm Inputs. Prices.	Purchasing Power of the Farm Community. Level of Living - Standard of Living. Number of Farmers and Market Power Relationships.	Identification of the relationship between the marketing margins and marketing channels to number of middlemen. Identification of the effect of large number of middlemen in the income of farm families. Identification of the relationship of the number and proportion of farmers to a) price level, b) purchasing power.
P. Public Policy and the Legal Environment		
Effect of Laws and Public Environment. Effect of Laws and Public Policy. Legal Body Sources.	Land Reform/Family Size Migration. Government Population Policies (Tax Benefits). Rural Health Policies/Services. Rural Family Planning Services.	Discussion of related laws and policies.

TOPICS	POPULATION EDUCATION CONCEPTS	
	RELATED POPULATION/HUMAN FACTOR CONSIDERATION	SPECIAL LEARNING ACTIVITIES AND EXPERIENCES
Selected Laws.	Abortion Laws. Religion-State Relations. Child Labour Laws. Sex Discrimination Laws. Rural Schooling and School Transportation.	
VII. PROJECT FEASIBILITY STUDY	(Synthesis of different concepts of farm management and related population/human factors.)	

METHODS OF LEARNING/TEACHING PROCEDURES

1. CLASS DISCUSSION
2. PANEL DISCUSSION
3. ROLE PLAYING
4. FILM
5. LABORATORY
6. FARM VISIT/FIELD TRIP
7. FARM DATA COLLECTION
   a. Interview
   b. Questionnaire
8. PAPER WRITING
9. CASE DISCUSSION (Self-study)(Experiment)
10. MANAGEMENT GAMES AND SIMULATION EXERCISES
11. ANALYSIS OF THE SECONDARY SOURCES
12. LECTURE-FORUM WITH A RESOURCE PERSON

Excerpted from: Food and Agriculture of the United Nations. *Summary Report of the FAO/UNFPA Workshop on Introduction of Population Concepts in the Curricula of Rural Development Training Institutions in Asia and Far East, Los Banos, 27 October - 7 November 1975.* Rome, 1976, p.

CURRICULUM ON BASIC POPULATION EDUCATION
CONCEPTS FOR OUT-OF-SCHOOL FIELDWORKERS

A. Population Content

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
1. *To develop understanding of population education concepts as a component of adult education programme.* 2. *To help develop understanding of the interdependence of population situation and the quality of life.* 3. *To promote understanding of the relationship between population and environment.*	1. Population 2. Demographic Concepts a) Census b) Composition of population c) Dependency ratio d) Population change (i) birth rate (ii) death rate (iii) migration 3. Population Situation	1. Population refers to people living in a particular area at a given time. 2. a) Census is the counting of people in a given area at a given time, showing age, sex, religion and occupation. b) Composition of population indicates the age, sex and dependency ratio. c) Dependency ratio shows the number of children and old people who depend upon the productive adults. d) Population growth is dependent upon births, deaths and migration. 3. Refers to size, growth, composition and distribution of population, fertility, mortality and migration trends.	1. Dialogue discussion with audio-visual aids. 2. Question and answers - field survey - study of census data and vital statistics - self-study. Dialogue discussion, audio-visual aids, self-study, survey.

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
	4. Population and Development	4. Interrelationship between population, social, economic, development, health, ecology and family welfare.	Dialogue discussion, audio-visual aids, question and answer problem solving.
	5. Population and Change	5. a) Determinants of population change in the past and the present e.g. socio-cultural values, standard of living, educational opportunities, participation of women in the labour force, age of marriage, immigration and emigration.	Discussion, field projects case studies, observation visits.
		b) Population change has an impact in socio-economic development.	
	6. Population and Environment	6. a) Food production, management and utilization.	- Dialogue, discussion with audio-visual
		b) The addition of unwanted and unhealthy matter into the environment.	- Observation - Demonstration
		c) Mental, physical and social well-being of people.	- Survey
	7. Population Policy	7. Policy on legislation relating to population size and family planning.	Discussion, self-study.
	8. Concept of Population Education	8. a) Population education may be defined as an educational process which helps people to understand the implications	- Dialogue discussion with audio-visual aids - Role-playing

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
		of population factors on the well-being of the individual, the family and the society. b) Population education involves the study of the probable causes and consequences of population change. These causes and consequences may be biological, social, economic, political or cultural in nature.	- Survey - Exhibition
	9. <u>Quality of Life</u> a) Balance between population and resources. b) Resources (renewable and non-renewable). c) Standard of living. d) Essential services. e) Decision-making.	9. a) If there are more people, more resources are required to meet their basic needs. b) Resources are things that people use, e.g. water, land, energy, air, food, etc. c) Standard of living refers to the well-being of the individual, family and community. d) Education, transport, housing, energy, provision for jobs. e) The individual is aware of the population situation and takes decisions.	9. Dialogue, discussion with audio-visual aids Question-answer - Field projects - Role play - Survey - Study of census reports - Self-study for inferring relevant data

B) Population Process

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
1. *To develop understanding and skills in the techniques of motivation.* 2. *To develop skills in literacy teaching methods for adults infusing population education.* 3. *To help improve interpersonal, written and visual communication skills.* 4. *To help understand and acquire skills in using educational techniques to ensure wider participation of learners in problem-solving.*	1. Motivation	1. a) Creating awareness and interest in population education.	1. Question-answer, role-playing, group discussion with audio-visual aids.
	2. Group Process	2. a) Taking a rational decision with group consensus on population issues. b) Activating the group for interaction.	2. Problem solving educational game, and simulation.
	3. Variables of Change	3. a) Arousing and sustaining interest in helping solve population related problems. b) Providing facilities for experimentation/innovations. c) Adopting desirable practices for behavioural change relative to population matters.	3. Lecture, discussion, micro-teaching, role-playing, folk media.
	4. Change Agent	4. a) The field worker is the agent for social change. b) His role is that of a catalyst and facilitator. c) He should have the capacity to adopt and adapt according to the changing needs.	4. Role-playing, demonstration, use of mass media, discussion techniques, problem-solving.

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
	5. <u>Oral Communication Skills</u>	5. An effective communication is that: a) Which influences the listener in a positive way and wins him over to the side of the communicator b) There are three main components in the simplest communication model: i) the communicator/source ii) the channel/medium. c) Skills required in effective communication are related to: i) listening, rationalization and arriving at conclusions ii) initiating and conducting discussion iii) logical presentation of facts and figures iv) conducting dialogue on rational basis v) explaining facts in simple and effective manner.	5. Dialogue, discussion related to population issues. Practical exercises for gaining direct experience on distortion filteration and misinterpretation. Role-play and discussion. Small group discussion.

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
		vi) objective reporting vii) involving learners/listerners in the discussion viii) establishing interpersonal relationship.	
	6. Visual Communication Skills	6. For good communication, one requires some elementary knowledge and skills of lettering, graphics and use of colour. These skills are required to be developed in the areas of: a) preparation and use of simple visual aids b) use of waste materials for developing simple visual aids c) making effective use of blackboard d) involving learners in the development of visual materials.	- Demonstration and discussion - Exhibitions - Observation - Practical experience in the use of blackboard for simple line drawing etc. Care will be taken to relate all experiences to population issues.
	7. Written Communication	7. For writing effectively one has to have command on the language used in the area. Other writing skills are related to: a) clarity, brevity and simplicity.	- Discussion and demonstration. - Practical experience in writing simply and effectively.

OBJECTIVES	CONCEPTS	MAIN IDEAS	METHODS AND MATERIALS
		b) sequencing the messages logically. c) using graded approach for developing language skills d) having elementary knowledge of linguistics. e) using grades approach for the presentation of ideas and facts f) legibility in writing g) encoding, decoding and interpreting in simple language.	- Skill in presenting population concepts in simple language. - Presenting demographic data in the form of charts.

Excerpted from: Unesco Regional Office for Education in Asia and Oceania. *Report of a Sub-regional Group Training Course in Population Education, Bangkok, 18 August - 5 September 1980.* Bangkok, 1980, p. 37-43.